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ABSTRACT

Intended to present up-to-date information on changing trends and current practices related to hiring and training beginning office workers, the monograph offers analyzed and tabulated data useful in making comparisons of job classifications, salaries, job requirements, and in learning of problems encountered with beginning office workers. The data in the 1972 survey were based on an 84 percent return of questionnaires sent to 50 large business employers in Iowa. Following a review of comparable studies conducted in 1966 and 1970, the information is organized as follows: types of office jobs available; knowledge and skill requirements for beginning office workers (typewriting, shorthand, machine operating, and data processing); office behavior patterns; personnel practices and trends (hiring preferences, sources of new employees, reasons for not hiring, orientation and training programs, promotion criteria, and fringe benefits); salaries of beginning office workers (1972 survey and 1973-74); and the profile of office employment. The appendix lists the firms that participated in the study and the survey instrument. (MW)

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AN OFFICE EMPLOYMENT PROFILE

JOB-ENTRY REQUIREMENTS
BEHAVIOR PATTERNS
CAREER OPPORTUNITIES

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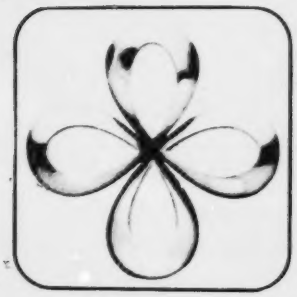

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AN OFFICE EMPLOYMENT PROFILE

BY

NORMAN F. KALLAUS

About the Author

Professor Kallaus, who holds B.A., M.A., and Ph.D. degrees from The University of Iowa, is the author of five books and numerous articles on records management, data communications, data processing, and administrative office management. He has assisted in planning the office education training programs for Kirkwood Community College in Cedar Rapids and has served on the data processing advisory committee of the Cedar Rapids public schools, in addition to appearing on programs of numerous professional organizations.

The author has had varied experience in both the academic and business worlds. After teaching in the high schools at Hawarden and Charles City, he was employed as a systems analyst by Collins Radio Company, Cedar Rapids. During 1953-61 he was a staff member of the Department of Business Education at The University of Iowa and then joined the faculty of Arizona State University, Tempe. Later he served as senior editor for the Gregg Division of McGraw-Hill Book Company before returning to The University of Iowa in 1963.

Professor Kallaus is a member of numerous professional organizations, including the Iowa Business Education Association. He was named Iowa's outstanding business teacher for 1972 by IBEA at its annual fall convention in October of that year.

PREFACE

Through the efforts of Dr. Norman F. Kallaus, the Iowa Business Education Association is able to bring yo. up-to-date information on changing trends and current practices related to hiring and training beginning office workers.

The demand for capable, adaptable office workers continues to grow, and it is the concern of business educators to furnish business and industry with well-trained workers for entry positions. This monograph will provide an invaluable guide to educators for setting standards in training future office employees and for structuring course content to meet the expectations of the business world.

Selecting the "right" prospective employee for the job is a major concern for the office manager, and this monograph will be most useful in making comparisons of job classifications, salaries, job requirements, and in learning of problems encountered with beginning office workers.

December, 1973

Mrs. Glenny M. Tays
IBEA President

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The publication of this monograph represents the combined efforts of many dedicated people. Professional-minded personnel managers furnished data for this study--without which this monograph could not have been provided; Susanne Oxenford, instructor at the Eagle Grove campus of Iowa Central Comaunity College and a former business education student at The University of Iowa, helped to develop the questionnaire and took charge of its mailing and return; graduate students in business education at The University of Iowa (Sylvia Bembry, Carolyn Pugh, and Rosalia Williams) typed the copy with much of the coordination of the project under the capable direction of Carol Skripsky, departmental secretary in business education; and Linda Knowling assisted in the artwork. Editorially, the project was under the experienced supervision of Professor Edith Ennis of the Business Education Department at The University of Iowa. To each of these individuals as well as the Iowa Business Education Association, publisher of this monograph, the author is grateful.

December, 1973 Norman F. Kallaus

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AN OFFICE EMPLOYMENT PROFILE

JOB-ENTRY REQUIREMENTS, BEHAVIOR PATTERNS, AND CAREER OPPORTUNITIES

1. INTRODUCTION

The office world is the victim of many stereotypes. To many people, the office represents desks, typewriters, and calculating machines; ringing telephones, xerox copiers, and paperwork; receptionists, secretaries, and accountants. While this is not an incorrect picture of the office in today's world, nevertheless it is a decidedly limited view, and one that needs periodic reexamination.

Historically the word *office* has borne a variety of meanings. It has, for example, been called a religious ceremony, as in the case of the *office* of marriage; a position of authority, such as the *office* of the President of the United States; and a function, such as the *office* of the ears is to hear. In England, the word has frequently been used to identify the part of a house where servants perform their duties.[1]

In modern times, business organizations have called the office a *place* where information-processing work is performed as well as the *function* of performing information-processing activities. The basic point, therefore, is that the office as a *place-function* and its employees as economic production workers handle data in the form of words, numbers, and related symbols, to produce a useful product--information. Numbers that are accumulated, classified, calculated, and summarized constitute, in today's parlance, *data processing;* similarly, the assembling, recording, transcribing, reproducing, and reporting of words constitute the process called *word processing*. Both types of information processing, when combined, constitute office work in today's world of work.

The responsibility for efficient office work rests upon many shoulders. In our nation's schools at various levels (high schools, junior and community colleges, vocational-technical schools, proprietary business schools, and colleges and universities) curricula exist for educating and re-educating people

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[1]Irene Place, "Paper 2: Systems and Procedures Research in Office Administrative Management," BUSINESS AND OFFICE EDUCATION, The Center for Vocational and Technical Education, The Ohio State University, March, 1966, p. 34.

for office careers. In addition, other institutions (in government as well as in the private sectors) seek to select, test, hire, and maintain an efficient office force. Those individuals holding such positions as office managers and supervisors; departmental and division executives such as the heads of personnel, data processing, and administrative services--all are vitally interested in maintaining an up-to-date posture and knowledge of office services. Finally, and perhaps, most importantly, the present and future students of our schools--those many young men and women who represent the office staff of tomorrow--must understand what the office is, what opportunities it offers to them, and how their interests and aptitudes might be marshalled to secure profitable employment in the office, should this be their decision.

1966 and 1970 studies

The information in this monograph is basically a follow-up study of two similar surveys, one made in 1966 and another in 1970. The 1966 study included responses from 35 selected large firms in Iowa and surrounding states. These same firms as well as additional organizations were surveyed later, and reported in the 1970 publication, HIRING STANDARDS AND JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS.[2] In the 1970 report, 40 out of 55 questionnaires were returned providing up-to-date information on many practical aspects of the office employment environment especially related to job-entry positions normally filled by high school graduates.

1972 study

Data in this survey were obtained from questionnaires which were sent to a group of the 50 largest business employers in the public sector in the State of Iowa. (A list of these firms is found in Appendix A.) Forty-two of the 50 firms responded to the request for information, representing an 84 percent return. Even though the nature of the group surveyed in the three studies varied to some extent, nevertheless each covered the State of Iowa and its major industries; and each included information of a very similar nature. Consequently, it is believed that sufficient similarities exist in the studies to make comparisons meaningful throughout this study. (The questionnaire used in this study is found in Appendix B.)

Basically, this report is intended to give business educators and their students, as well as business administrators--men and women occupying positions in the office and personnel management--an opportunity to study the current office employment scene. Each of these individuals shares an interest in efficient office production, and each needs to be alert to changing trends and current practices related to hiring beginning office workers. Wherever possible, too, each one should be able to make comparisons with and observe trends as reported by earlier studies.

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[2]Norman F. Kallaus, HIRING STANDARDS AND JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS, Bureau of Business and Economic Research, The University of Iowa, Iowa City, 1970.

Admittedly, some information, such as data on salaries and job availability, will continue to change through time because of conditions in the local, state, regional, and national economies. However, the basic nature of the office job picture also contains many elements of stability and a clear-cut pattern which teacher, student, and businessperson alike can watch with interest and, it would seem, confidence.

2. TYPES OF OFFICE JOBS AVAILABLE

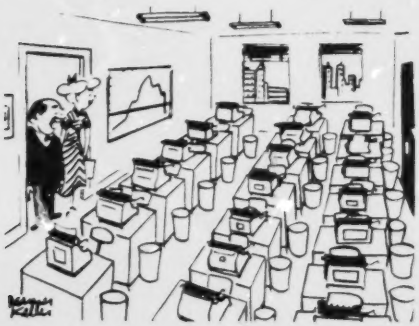
Of special interest to business teachers and high school students are the types of office jobs available for beginning workers in the firms surveyed. Each of the 42 firms responding to this survey listed one or more office jobs available, as shown in Table 1.

Types of jobs available--compared with 1966 and 1970 studies

Business teachers, in particular, may be interested in the office jobs which were indicated as available in each of the three studies and in comparing any changes in this list with findings of previous studies. An abbreviated comparison of the six most frequently listed positions follows in descending order of frequency:

	1972 study	*1970 study*	*1966 study*
1.	clerk-typists	filing clerk	clerk-typist
2.	mail clerk	mail clerk	stenographer
3.	stenographer	keypunch operator	general clerk
4.	filing clerk	stenographer	machine operator
5.	receptionist	transcriber	transcriber
6.	keypunch operator	receptionist	messenger

A glance at these available positions indicates very similar position listings in all three studies. In addition, it continues to substantiate the fact that high school graduates of office education programs will most likely find work in the general clerical positions. If one assumes that only the stenographer (as a shorthand-using worker) is the only position not traditionally regarded as general clerical, then these surveys reconfirm the steady role that general clerical skills must play in preparing beginning office workers.



Some fluctuation is noted in both keypunch operator and stenographer positions in each of

Table 1

Types of Office Jobs Available to High School Graduates, 1972 Iowa Study (42 Firms)

Job	No. of firms with this job available	Cumulative no. of jobs reported	Percent of total jobs reported	Cumulative percent of total jobs reported
Clerk-typist	42	42	15.162	15.162
Mail clerk	37	79	13.357	28.519
Stenographer	32	111	11.552	40.071
Filing clerk	29	140	10.469	50.540
Receptionist	29	169	10.469	61.009
Keypunch operator	27	196	9.747	70.756
Payroll clerk	24	220	8.668	79.420
Calculating machine operator	16	236	5.776	85.196
Transcribing machine operator	15	251	5.415	90.611
Computer operator	13	264	4.693	95.304
IBM MT/ST operator	7	271	2.527	97.831
Other:	6	277	2.166	100.000*
Any office clerical position	1			
Insurance claims clerk	1			
Secretary	1			
Unspecified jobs	3			

*Cumulative percents have been rounded to three decimal places on all tables in this study.

these studies. In addition, such positions as bookkeeper and accounting clerk were not mentioned in the top six positions in any of the studies, nor were any clerical positions other than computer operator located in the data processing department. However, this latter position and the IBM MT/ST operator in word processing represent the first time that these mass production positions have taken a firmer hold in the office employment scene.

3. KNOWLEDGE AND SKILL REQUIREMENTS FOR BEGINNING OFFICE WORKERS

Current standards for typewriting skills

The typewriter remains the "workhorse" machine in the office; and it remains the principal machine for which office education instruction exists. As expected, all of the firms replied to the queries regarding typewriting skill requirements for clerk-typists (Table 2), for stenographers (Table 3), and for receptionists (Table 4). A comparison of key data from each of these tables with earlier studies follows. Note especially footnote 3 for an interpretation of the cumulative data columns in this study.

Current standards for shorthand skills

Slightly more than half of the firms responding indicated shorthand skill requirements for stenographers. Since no reasons were given for the fact that 20 (out of 42) firms did not indicate any such skill requirement for this position, one cannot speculate on the need for such a skill for this position. Current literature references and consistent want-ad scanning clearly point out the continued high demand for stenographers possessing a usable shorthand skill.

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[3] *To interpret the tables in this monograph:* These tables were generated by a NUMFREQ (numerical frequency) standard computer program. In providing the frequencies and cumulative information in each table, the titles of the four right columns on each table had to be properly labeled to be meaningful to the reader. Note, for example, Table 2, which is a typical table. In order to read section A of this table, for example, the reader should note that 9 firms reported a typing speed requirement of 50 wpm, which represents a cumulative number of 52 typing requirements reported. These 52 requirements, in turn, represent 15.517% of the total of 58 typing requirements reported, or a cumulative percent of 89.653% of all typing requirements reported. Obviously, then, the cumulative number and percent of firms could not be presented by this standard program, especially since many firms often reported on more than one item per question when they submitted data on the questionnaire.

Table 2

Typewriting Skill Requirements for Beginning Office Workers (Clerk-Typist), 1972 Iowa Study (42 Firms)

Typing Requirement	No. of firms with this typing requirement	Cumulative no. of typing requirements reported	Percent of total typing requirements reported	Cumulative percent of total typing requirements reported
A. Speed 30 WPM	25	25	43.103	43.103
40	13	38	22.413	65.516
45	5	43	8.620	74.136
50	9	52	15.517	89.653
55	2	54	3.448	93.101
60	4	58	6.896	100.000
B. Length of timing in minutes				
1	6	6	20.000	20.000
3	1	7	3.333	23.333
5	13	20	43.333	66.666
9	1	21	3.333	69.999
10	9	30	30.000	100.000
C. Accuracy Requirement (# errors)				
0	9	9	37.500	37.500
2	3	12	12.500	50.000
3	3	15	12.500	62.500
4	1	16	4.166	66.666
5	4	20	16.660	83.326
6	1	21	4.166	87.492
7	1	22	4.166	91.658
10	2	24	8.333	100.000

Table 3

Typewriting Skill Requirements for Beginning Office Workers (Stenographer), 1972 Iowa Study (42 Firms)

Typing Requirement	No. of firms with this typing requirement	Cumulative no. of typing requirements reported	Percent of total typing requirements reported	Cumulative percent of total typing requirements reported
A. Speed 40 WPM	7	7	22.580	22.580
45	2	9	6.451	29.031
50	8	17	25.806	54.837
55	1	18	3.225	58.062
60	7	25	22.580	80.642
65	1	26	3.225	83.867
70	4	30	12.903	96.771
80	1	31	3.225	100.000
B. Length of timing in minutes				
1	4	4	16.000	16.000
5	12	16	48.000	64.000
10	9	25	36.000	100.000
C. Accuracy requirement (# errors)				
0	7	7	36.842	36.842
2	1	8	5.263	42.105
3	1	9	5.263	47.368
4	1	10	5.263	52.631
5	7	17	36.842	89.473
10	2	19	10.526	100.000

Table 4

Typewriting Skill Requirements for Beginning Office Workers (Receptionist), 1972 Iowa Study (42 Firms)

Typing Requirement	No. of firms with this typing requirement	Cumulative no. of typing requirements reported	Percent of total typing requirements reported	Cumulative percent of total typing requirements reported
A. Speed 25 WPM	1	1	5.555	5.555
40	5	6	27.777	33.332
45	4	10	22.222	55.554
50	4	14	22.222	77.776
60	4	18	22.222	100.000
B. Length of timing in minutes				
1	2	2	13.333	13.333
5	7	9	46.666	59.999
10	6	15	40.000	100.000
C. Accuracy requirement (# errors)				
0	3	3	23.076	23.076
2	1	4	7.692	30.768
3	1	5	7.692	38.460
4	1	6	7.692	46.152
5	3	9	23.076	69.228
6	1	10	7.692	76.920
7	1	11	7.692	84.612
10	2	13	15.384	100.000

Three tables (Table 5, for clerk-typist; 6, for stenographer; and 7, for receptionist) show shorthand skill requirements for beginning office workers. These tables, among other things, dispel the myth that only secretaries and stenographers are required to possess a shorthand skill. As would be expected, of course, a majority of the firms required shorthand as a skill for stenographers rather than for clerk-typists and receptionists.

Comparing typing and shorthand skill requirements

The following data summarize the low-to-high speed ranges for typewriting skills and for shorthand skills required of clerk-typists, stenographers, and receptionists. In addition, median figures are provided.

position	*typing skill required speed range*	*median*
clerk-typist	30-60 wpm[4]	45 wpm-5 min.
stenographer	40-80 wpm	60 wpm-5 min.
receptionist	25-60 wpm	42 wpm-5 min.

position	*shorthand skill required speed range*	*median*
clerk-typist	40-80 wpm	70 wpm-5 min.
stenographer	60-120 wpm	80 wpm-5 min.
receptionist	50-90 wpm	70 wpm-5 min.

Most skill requirements in typewriting and shorthand remained relatively stable as one compares 1966, 1968, and 1972 data. The one exception is the required shorthand speed for stenographers which is now 60-120 wpm (a low-to-high range) as compared to 70-100 wpm, as reported in the 1968 study. No comparable standards are available for receptionists, as this work category was not included in the previous studies.

Types of machine operator skills required

Table 8 shows clearly the wide range of information-processing machines used in offices as well as the variety of skills required to operate these machines. Note that the typewriter was not included in this table, the assumption having been made earlier that it was a basic machine whose operation is an absolute necessity for all office workers.

Data from this survey show that adding and calculating machines, keypunch machines, and duplicating machines ranked 1, 2, and 3 in terms of frequency

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[4]All typewriting speeds throughout this study refer to *gross* words per minute.

Table 5

Shorthand Skill Requirements for Beginning Office Workers (Clerk-Typist), 1972 Iowa Study (42 Firms)

Shorthand requirement	No. of firms with this shorthand requirement	Cumulative no. of shorthand requirements reported	Percent of total shorthand requirements reported	Cumulative percent of total shorthand requirements reported
A. Speed 40 WPM	1	1	11.111	11.111
60	1	2	11.111	22.222
80	5	7	55.555	77.777
90	2	9	22.222	100.000
B. Dictation length in minutes				
1	2	2	40.000	40.000
3	1	3	20.000	60.000
5	2	5	40.000	100.000

Table 6

Shorthand Skill Requirements for Beginning Office Workers (Stenographer), 1972 Iowa Study (42 Firms)

Shorthand requirement	No. of firms with this shorthand requirement	Cumulative no. of shorthand requirements reported	Percent of total shorthand requirements reported	Cumulative percent of total shorthand requirements reported
A. Speed 60 WPM	3	3	13.636	13.636
70	1	4	4.545	18.181
80	11	15	50.000	68.181
90	4	19	18.181	86.362
100	1	20	4.545	90.907
120	2	22	9.090	100.000
B. Dictation length in minutes				
1	4	4	30.769	30.769
3	1	5	7.692	38.461
5	4	9	30.769	69.230
10	4	13	30.769	100.000

Table 7

Shorthand Skill Requirements for Beginning Office Workers (Receptionist), 1972 Iowa Study (42 Firms)

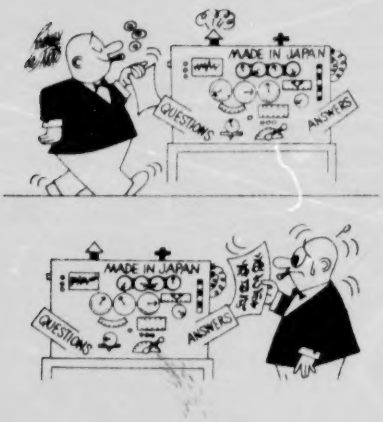
Shorthand requirement	No. of firms with this shorthand requirement	Cumulative no. of shorthand requirements reported	Percent of total shorthand requirements reported	Cumulative percent of total shorthand requirements reported
A. Speed 50 WPM	1	1	20.000	20.000
60	1	2	20.000	40.000
80	1	3	20.000	60.000
90	2	5	40.000	100.000
B. Dictation length in minutes				
1	1	1	50.000	50.000
5	1	2	50.000	100.000

as was true in both the 1966 and 1970 studies. Far down the list in order of frequency are the other machines, with no firms requiring any knowledge of microfilming equipment, presumably because this equipment--at least in a photographic sense--represents highly technical work.

Of special interest in Table 8 is the operational skill required for operating the computer. In 1966 the computer ranked eighth; in 1970, fourth; and again in 1973, eighth, suggesting that the computer familiarity requirement is variable, outranked in 1973 by the teletypewriter (possibly a computer terminal device), addressograph, and tabulating machines, other than the keypunch. Business teachers will agree that the operation of the computer console is rarely taught in high schools; in fact, rarely is it taught in a formal classroom. Rather, it seems to be taught on the job as a highly specialized activity in a data processing department.

Amount of data processing knowledge and skill required

A very interesting, and possibly surprising, finding appears in Table 9 concerning the data processing needs of new office workers. All but one of the respondents replied to this question, with 26 firms indicating that no training in data processing was essential unless employees work directly in a data processing area. Only 12 firms (out of 42) felt that training in data processing would be helpful. Cumulatively, therefore, 38 of the 41 firms responding to this question do not feel that any training in data processing is required. In essence, this must mean that new office workers are basically manual systems oriented; or, if they do qualify for data processing positions, such training is provided by the firms themselves.



This finding differs markedly from the 1970 study findings in which 16 out of 40 firms required some acquaintanceship knowledge of data processing, and an additional 6 felt such training would be helpful. The 1966 study disclosed almost identical findings to the 1970 study.

Current and anticipated changes in office skill requirements

Table 10 shows what changes in skill requirements have taken place over the past five years. Respondent firms listed a total of 55 different reactions to the question of change in their office skills. Two items of change stand out as significant: (1) the fact that no change has occurred; and (2) 18 firms out of a total possible 42 firms indicated less need for shorthand.

Table 8

Office Machines* With Which Students Should Be Familiar
Before Entering Full-Time Office Work, 1972 Iowa Study (42 Firms)

Machine	No. of firms requiring knowledge of machine	Cumulative no. of machine requirements reported	Percent of total machine requirements reported	Cumulative percent of total machine requirements reported
Adding/calculating machines	38	38	32.203	32.203
Keypunch machines	23	61	19.491	51.694
Duplicating machines	20	81	16.949	68.643
Teletypewriter	6	87	5.084	73.727
Addressograph	5	92	4.237	77.964
Tabulating machines	5	97	4.237	82.201
Flexowriter	4	101	3.389	85.590
Computer	3	104	2.542	88.132
Billing machine	2	106	1.694	89.826
Card-o-type	2	108	1.694	91.520
Varitype	1	109	0.847	92.367
Offset	1	110	0.847	93.214
Microfilming	0	110	0.000	93.214
Other:	8	118	6.779	100.000
Typewriter 4				
Typewriter/dictaphone 1				
Typewriter/10-key adder 1				
IBM MT/ST 1				
Photo-copying machine 1				

*An assumption was made in this question that familiarity with the typewriter would be expected of all or most high school graduates entering the office field. Therefore, the typewriter as an office machine was not specifically listed as a machine for respondents to consider.

Table 9

Data Processing Knowledge and Skill Required of New Office Workers, 1972 Iowa Study (42 Firms)

Type of knowledge and/or skill	No. of firms requiring this knowledge and/or skill	Cumulative no. of knowledge/skill requirements reported	Percent of total knowledge/skill requirements reported	Cumulative percent of total knowledge/skill requirements reported
No training essential unless employees are to work in data processing area	26	26	63.414	63.414
No training required but some training helpful	12	38	29.268	92.682
Basic keypunch skill desired	3	41	7.317	100.000
Introduction to data processing acquaintanceship unit	0	41	00.000	100.000

Table 10

Changes in Office Skill Requirements Over the Last Five Years, 1972 Iowa Study (42 Firms)

Change, if any		No. of firms indicating change	Cumulative no. of changes reported	Percent of total changes reported	Cumulative percent of total changes reported
No change		19	19	34.545	34.545
Less need for shorthand		18	37	32.727	67.272
Increased typing speed		9	46	16.363	83.635
Standards have been lowered		4	50	7.272	90.907
Other:		5	55	9.090	100.000
Increased need for shorthand	1				
More total responsibility	1				
More versatility necessary	1				
Not enough qualified stenographic applicants	1				
Require multiple skill--job enlarged	1				

The unending debate on the need to retain the present emphasis or decelerate the shorthand program seems not to have been settled in this study. With slightly more than half of the firms requiring shorthand and almost half not requiring it can come much conjecture and speculation. Probably the chief reason for the lack of shorthand required in this survey is that only entry-level positions were included; and traditionally shorthand has been the required skill of positions such as secretary which are above this entry level of work. Then, too, an inability to find shorthand-capabilities in workers has led personnel managers to seek substitute skills involving machine transcription. Since employers and executives have "weaned" themselves away from shorthand dictation to machine dictation, many firms no longer specify shorthand for entry-level jobs. This does not say, however, that they would not prefer shorthand skills to machine transcription skills if such a skill were available; neither does it negate the advisability of offering shorthand, necessarily.

In a dynamic economy such as ours, it is to be expected that many changes would be anticipated by businessmen responding to this survey. In this study, 18 out of the 42 firms surveyed did not anticipate any changes in hiring standards (in Table 11 this represents 18 firms expressing "no significant change" out of the 71 expressions of anticipated change by the 42 firms), with most firms averaging approximately four changes anticipated. In this context it is important to a note that 11 firms anticipated less need for shorthand and 10 anticipated a greater need for data processing (EDP) training. Not unexpectedly, no firms anticipated changing to lower standards as might be true if worker supply were lower.

4. OFFICE BEHAVIOR PATTERNS

Strong influences exist today for improving the human condition. With new forces aimed at liberating women, at improving human and social problems both on and off the job, and with concerted efforts directed at overcoming environmental pollution, it is important that the office as a major socio-economic work environment be studied. Both office and personnel managers as well as business teachers must be able to identify with and stress the human as well as the technical problems relating to successful office performance.

Human relations problems

Participants in this study, as in the 1970 study, were asked to comment on human relations problems found in their offices. But new to this survey was a question asking for those activities and behaviors of the office staff which were considered taboo, that is, either forbidden or not encouraged. The top three human relations problems listed in the two surveys in percent of responses were:

Table 11

Anticipated Changes in Office Hiring Standards in Next Five Years, 1972 Iowa Study (42 Firms)

Anticipated change indicated	No. of firms anticipating change	Cumulative no. of anticipated changes reported	Percent of total anticipated changes reported	Cumulative percent of total anticipated changes reported
No significant change	18	18	25.352	25.352
Need for more diversified skills	17	35	23.943	49.295
Job requirements will be upgraded	15	50	21.126	70.421
Less need for shorthand	11	61	15.492	85.913
Need for more data processing training	10	71	14.084	100.000
Lower standards	0	71	00.000	100.000

1972 study

1. poor use of time (21%)
2. lack of responsibility (13%)
3. lack of dependability (10%)

1970 study

1. lack of responsibility, lack of dependability (35%)
2. inappropriate dress (32%)
3. absenteeism and poor attendance (30%)

Admittedly intangible factors, responsibility and dependability as worker assets seem to present difficult problems to handle in office work situations. A lack of both qualities seems to be a major concern of office managers in both surveys. However, the poor use of time, which ranked fifth in 1970, is now ranked first by firms in Table 12, as compared to fifth in the 1970 study. Given the current high cost of office labor, it becomes very understandable as to why the poor use of time seems to be a critical human relations problem in this study. (The reader can gain additional insight into this labor-cost factor by examining Section 6 in this monograph, which relates to salaries of office workers.)

Teachers continue to face the real challenge in indoctrinating students to the interpersonal problems of the office's social environment. More than discussing such problems in the classroom is necessary if beginning workers are to adjust and fit properly into the business world. Of course, many of the problems cannot be realistically simulated in the classroom, although they can be identified and discussed.

Taboo activities

Textbooks used in classes have a tendency to cover standard, formal work procedures, leaving the so-called down-to-earth "nitty-gritty" to be handled by the worker on the job. In an effort to determine how liberal (and liberalized) the office environment is today, a question was posed as to what activities and modes of behavior are considered taboo in the offices today. Table 13 summarizes these activities/behaviors.

By and large, all these behaviors may well be grouped under the classification "personal behavior problems" (as opposed to professional behavior on the job).

Reading of paperback novels, eating lunch or snacks, chewing gum and smoking, as well as personal conversation can easily deteriorate into unprofessional behavior and probably for this reason, are not condoned by office managers. Good taste and regard for the company image must never be neglected by the office workers. Overdressing (the activity listed as very fashionable dress) and other behavior patterns must receive attention in the office classroom, especially at a time when in-school dress and behavior may potentially be subject to wider

Table 12

Human Relations Problems of Beginning Office Workers, 1972 Iowa Study (42 Firms)

Type of Problem	No. of firms indicating this problem	Cumulative no. of problems reported	Percent of total problems reported	Cumulative percent of total problems reported
Poor use of time	18	18	21.428	21.428
Lack of responsibility	11	29	13.095	34.523
Lack of dependability	9	38	10.714	45.237
Inappropriate dress	9	47	10.714	55.951
Absenteeism	9	56	10.714	66.665
Tardiness	8	64	9.523	76.188
Lack of ambition	7	71	8.333	84.521
Lack of loyalty	4	75	4.761	89.282
Poor grooming	4	79	4.761	94.043
Unbusinesslike manner	3	82	3.571	97.614
Lack of respect	2	84	2.380	100.000
Impoliteness	0	84	0.000	100.000

Table 13

Taboo Activities and Behavior in the Office, 1972 Iowa Study (42 Firms)

Activity/Behavior	No. of firms indicating this activity	Cumulative no. of activities reported	Percent of total activities reported	Cumulative percent of total activities reported
Reading books, etc., when not busy	35	35	34.653	34.653
Eating at desk	18	53	17.821	52.474
Visiting except during breaks	16	69	15.841	68.315
Very fashionable dress	14	83	13.861	82.176
Husband and wife in same company	9	92	8.910	91.086
Smoking at desk	4	96	3.960	95.046
Chewing gum	3	99	2.970	98.016
Pantsuits for women	1	100	.990	99.006
Other:	1	101	.990	100.000
Taking coffee breaks				

behavior swings than are condoned by the participants in this study.

Interestingly, 9 of the 42 respondents who indicated *in toto* 101 responses to this question would not permit husband and wife to be employed in the same company. This indicated but one personnel policy which should be discussed by students who are preparing for the world of work. Other equally interesting policies and procedures could be compiled by a survey of personnel offices in the school's home community.

5. PERSONNEL PRACTICES AND TRENDS

In contrast to the 1966 and 1970 studies, this survey inquired at some length into many practices and trends involved with the management of office personnel. Included in this list of topics were the following:

(1) Office-entry jobs open to men
(2) Preferences in hiring given to graduates of cooperative programs
(3) Sources of employees for the office
(4) Reasons for not hiring as reported by personnel managers
(5) Orientation and training programs
(6) Criteria for promotion of office employees
(7) Fringe benefits available to office employees

Office-entry jobs open to men

The earlier studies made no mention of the sex of employees. Since 1970, however, a steadily increasing stress has been given to sexual discrimination, sex stereotyping, women's liberation, and other social action programs, many of which have implications for the office. Since the introduction of the typewriter in the office was said to have emancipated women and brought them into the office by the millions, it seemed appropriate to determine whether women were solely the only gender considered for entry-level positions in the office. To this end a question on the types of office jobs for which young men would be considered was posed and summarized in Table 14. The results of this question show that the top four office jobs for which young men would be considered are, in this order: both computer operator and payroll clerk in 30 out of 42 firms; mail clerk, in 27 firms; and clerk-typist, in 24 firms. In almost half of the firms, many of the other positions, long considered to be female-dominated positions, were listed as possible positions for young men. The most notable example, probably, is that of stenographer, where traditionally a shorthand skill is required. Business teachers could well emphasize the results of this table to their young men as well as young women in high school.

Table 14

Types of Office Jobs in Respondent Firms for Which Young Men Would be Considered
1972 Iowa Study (42 Firms)

Job	No. of firms indicating this job	Cumulative no. of jobs reported	Percent of total jobs reported	Cumulative percent of total jobs reported
Computer operator	30	30	13.513	13.513
Payroll clerk	30	60	13.513	26.826
Mail clerk	27	87	12.162	38.988
Clerk-typist	24	111	10.810	49.798
Filing clerk	19	130	8.558	58.356
IBM MT/ST operator	19	149	8.558	66.914
Stenographer	18	167	8.108	75.094
Calculating machine operator	18	185	8.108	83.274
Receptionist	14	199	6.306	89.580
Transcribing machine operator	14	213	6.306	95.886
Other:	9	222	4.054	100.000
Order department clerk	1			
Any position	1			
General office clerk/intermediate clerk/senior clerk	1			
Accounting type positions	1			
Any	1			
Any position	1			
Any we have	1			
Not specified	2			

Preferences in hiring cooperative program graduates

Since 1963 and the passage of the Vocational Education Act, there has been a great increase in the use of the cooperative program method for training high school students on the job. Typically students spend mornings in school and afternoons in offices getting realistic office experience. For this study, therefore, it seemed interesting and important to determine to what extent personnel/office managers would indicate a preference in hiring for graduates of cooperative programs. Table 15 gives an overwhelming preference for cooperative program graduates in that 39 out of the 42 firms expressed such preferences. It would be interesting to determine in a subsequent study whether the respondent firms have had direct experience with such programs or whether publicity and/or hearsay seemed to motivate such answers.

Sources of new employees for the office

Office education students and their teachers (who are usually informal placement directors) are always interested in the hiring behavior of the firms in their area. Each of the firms was asked to list the chief source for obtaining office employees. The state employment agency was considered as the chief source by 15 out of the 36 firms who responded to this question (6 firms did not reply), with 9 of the largest city firms suggesting they went directly to the school placement service. Research indicated that all of the firms using state employment agencies had such offices in their own cities. In contrast, the private employment agency whose services require a fee for placement was not used so often. (See Table 16.)

Reasons for not hiring a prospective employee

Students can learn much from "how to" as well as "how not to" situations. In this case, nonskill reasons for rejecting a prospective employee represent "how not to be hired," or more specifically, "what to do if you don't want to get hired."

Experience ranks first as a reason for rejection by hiring officers as shown in Table 17, a point which may well be related to the preference for cooperative program graduates who have had experience on at least a half-time basis during their school years. Personality ranked second, in part at least suggesting the importance of a pleasant nature, a positive attitude, a willingness to work and to learn. Appearance, too, was an important determinant of rejection, a point which should be clearly impressed on the would-be office worker. (This question was not posed in earlier studies and hence cannot be compared with this study.)

Table 15

Preferences Given to Graduates of Cooperative Office Education Programs
1972 Iowa Study (42 Firms)

Preference Indicated	No. of firms indicating preference	Cumulative no. of firms indicating preference	Percent of total firms indicating preference	Cumulative percent of total firms indicating preference
For cooperative education graduate	39	39	92.857	92.857
For noncooperative education graduate	3	42	7.142	100.000

Table 16

Sources for Obtaining New Office Employees, 1972 Iowa Study (42 Firms)

Source	No. of firms using this source	Cumulative no. of sources reported	Percent of total sources reported	Cumulative percent of total sources reported
State employment agencies	15	15	41.666	41.666
School placement service	9	24	25.000	66.666
Newspaper advertisement	6	30	16.666	82.732
Private employment agency	6	36	16.666	100.000

Table 17

Reasons (Other Than Lack of Skill) for Not Hiring Prospective Office Employees
1972 Iowa Study (42 Firms)

Reason for rejection	No. of firms indicating this reason	Cumulative no. of rejections reported	Percent of total rejections reported	Cumulative percent of total rejections reported
Lack of experience	26	26	33.766	33.766
Personality	23	49	29.870	63.636
Appearance	18	67	23.376	87.012
Age	0	67	0.000	87.012
Sex	0	67	0.000	87.012
Other:	10	77	12.987	100.000
Poor reference 1				
Poor work record 1				
Poor employment record with past employer 1				
Poor work record at other places 1				
Poor high school record 1				
Attitude 1				
Lack of ambition 1				
Lack of interest 1				
Motivation 1				
Physical problem 1				

Orientation and training programs

A widely varying length of orientation and training programs is shown in Table 18. Number of days of such training--new to this study--ranged from 1 day (as in the case of 3 firms) to 180, with the mode figure being 30 days. The contents of these training programs were not divulged--only their length; although content would be a significant type of information for business teachers who are often interested in knowing to what extent their program content overlaps or even duplicates that of the training given in offices where their students are placed.

Criteria for promotion of office employees

The data in Table 19 should be interpreted to mean that there are 66 different responses from the 42 firms as to the criteria by which beginning office workers are promoted. (This suggests slightly less than two criteria reported by each firm.) Heading the list is the very important criterion, performance on the job, which related to overall efficiency and effectiveness. Such common work performance necessities as accuracy and neatness of work, reliability and punctuality, as well as a host of other performance factors, are probably involved in this criterion. Time in service--the seniority factor--was second in frequency of reporting.

Fringe benefits available to office employees

Many prospective employees today evaluate firms on the size of their fringe-benefit "package." For that matter, fringe benefits have come to be considered as an expected "right" of some employees, but students must clearly understand these benefits as expensive costs to employers. The range of such benefits is broad, with the 42 firms reporting a cumulative list of 175 benefits as listed on Table 20. All of these firms had some form of a fringe benefit program, but the most frequently reported "fringe" was insurance (group life and group health) reported by 35 firms, followed by coffee breaks, which are usually not classified as a benefit. An interesting assortment of other benefits was reported and is listed in its entirety in Table 20. Students should be made aware that most of these benefits should be considered as additions to their income as employees of the firm and their provision properly appreciated.

6. SALARIES OF BEGINNING OFFICE WORKERS

The job is more than the paycheck, though admittedly compensation is a very important factor in achieving a good work relationship. While salary figures are likely to fluctuate widely over periods of time, it is interesting to make some comparisons with earlier studies as well as to note how the present study compares with national salary surveys conducted by national organizations.

Table 18

Orientation and In-house Training Normally Given to Beginning Office Workers
1972 Iowa Study (42 Firms)

No. of days of orientation and/or training	No. of firms specifying this no.	Cumulative no. of firms reporting	Percent of total firms reporting	Cumulative percent of total firms reporting
1	2	2	7.142	7.142
2	1	3	3.571	10.713
5	3	6	10.714	21.427
10	2	8	7.142	28.568
14	5	13	17.857	46.425
15	1	14	3.571	49.996
20	2	16	7.142	57.138
30	4	20	14.285	71.423
50	1	21	3.571	74.994
60	2	23	7.142	82.136
90	4	27	14.285	96.421
180	1	28	3.571	100.000

Table 19

Criteria for Promotion of Beginning Office Workers, 1972 Iowa Study (42 Firms)

Criteria	No. of firms using these criteria	Cumulative no. of criteria reported	Percent of total criteria reported	Cumulative percent of total criteria reported
Performance on job	36	36	54.545	54.545
Time in service	20	56	30.303	84.848
Further education	9	65	13.636	98.484
Age	0	65	0.000	98.484
Other: Acceptance of responsibility	1	66	1.515	100.000

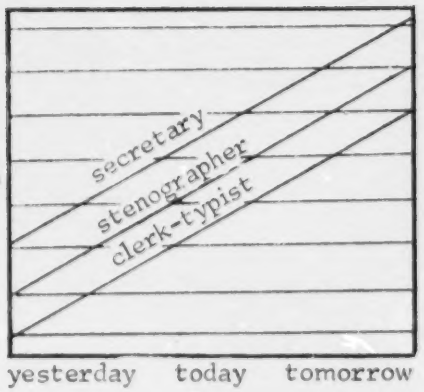
Table 20

Fringe Benefits Generally Available to Beginning Office Workers, 1972 Iowa Study (42 Firms)

Type of benefit		No. of firms with this benefit	Cumulative no. of benefits reported	Percent of total benefits reported	Cumulative percent of total benefits reported
Group life insurance		35	35	20.000	20.000
Group health insurance		35	70	20.000	40.000
Coffee breaks		34	104	19.428	59.428
Sick leave		24	128	13.714	73.142
Two-week vacation		16	144	9.142	82.283
One-week vacation		14	158	8.000	90.283
Other:		17	175	9.714	100.000
Educational assistance/holiday pay	1				
Education aid/reimbursement program	1				
Tuition aid	1				
Advanced educational assistance	1				
Stock purchase plan	1				
Profit sharing	1				
Disability insurance	1				
Drug insurance	1				
One-day vacation/month for first 10 months	1				
Nine paid holidays	1				
Eleven holiday thrift plan	1				
Paid holidays	1				
Complete package	1				
Holidays/time off with pay/ many others	1				
Seven holidays a year	1				
Temporary disability/free parking/ medical facilities/credit union facilities	1				
Bereavement/jury and witness pay/ 9 paid holidays/premium pay/ educational assistance	1				

Monthly salaries - 1972 study

Tables 21, 22, and 23 report monthly salaries for clerk-typists, stenographers, and receptionists, respectively. The lowest range of figures reported in each table is apparently meaningless since it probably was interpreted as "weekly" rather than monthly salaries. Other salary ranges are noteworthy especially since they represent a different range for each of the 37 firms reporting; 5 firms reported no salaries for clerks (Table 21) and 11, no salaries for receptionists (Table 23).



From a glance at the left (salary-range) column in all three tables (21, 22, and 23) it can be seen that a wide range of salaries is reported. A closer look suggests that much overlap is to be found in the reported ranges--but that no two ranges exactly duplicate any other except in two instances in Table 23 (receptionist salaries). One explanation of the wide variation in such ranges is that several classifications such as clerk-typist I, clerk-typist II, etc., may be included, even though the original question asked for monthly salary ranges for beginning workers for these three positions.

In an effort to summarize salary information in this study, the following information is provided:

All Salaries (Clerk-typist, Stenographer, Receptionist)
1972 Study

position	*range*	*median*	*mean*
clerk-typist	$300-620	$460	$463
stenographer	325-815	570	470
receptionist	332-703	517	430

It is interesting, then, to compare the above summary figures with those figures of the 1968 study, a time period of five inclusive years:

	1968 study		*1972 study*		*increase*	
position	*median*	*mean*	*median*	*mean*	*median*	*mean*
clerk-typist	$320	$315	$460	$463	8%	9%
stenographer	321	330	570	470	15%	8%
receptionist	370	367	517	430	8%	4%

Table 21

Monthly Salaries for Beginning Office Workers (Clerk-Typist), 1972 Iowa Study (42 Firms)

Monthly salary range reported	No. of firms with this monthly salary range	Cumulative no. of monthly salary ranges reported	Percent of total monthly salary ranges reported	Cumulative percent of total monthly salary ranges reported
$ 76-86	1	1	2.70	2.70
300-350	1	2	2.70	5.40
313-426	1	3	2.70	8.10
321-417	1	4	2.70	10.80
325-485	1	5	2.70	13.50
332-350	1	6	2.70	16.20
340-460	1	7	2.70	18.90
340-375	1	8	2.70	21.60
345-462	1	9	2.70	24.30
350-375	1	10	2.70	27.00
350-400	1	11	2.70	29.70
350-570	1	12	2.70	32.40
358-481	1	13	2.70	35.10
360-390	1	14	2.70	37.80
364-403	1	15	2.70	40.50
365-380	1	16	2.70	43.20
370- ?	1	17	2.70	45.90
370-455	1	18	2.70	48.60
386-544	1	19	2.70	51.30
397-447	1	20	2.70	54.00
400-425	1	21	2.70	56.70
400-450	1	22	2.70	59.40
410-525	1	23	2.70	62.10
414-520	1	24	2.70	64.80
420-644	1	25	2.70	67.50
425-435	1	26	2.70	70.20
458-711	1	27	2.70	72.90
470-500	1	28	2.70	75.60
470-503	1	29	2.70	78.30
481-598	1	30	2.70	81.00
513-550	1	31	2.70	83.70
550-730	1	32	2.70	86.40
555-585	1	33	2.70	89.10
556-676	1	34	2.70	91.80
568-up	1	35	2.70	94.50
570-725	1	36	2.70	97.20
590-620	1	37	2.70	100.00
No report - 5				

Table 22

Monthly Salaries for Beginning Office Workers (Stenographer), 1972 Iowa Study (42 Firms)

Monthly salary range reported	No. of firms with this monthly salary range	Cumulative no. of monthly salary ranges reported	Percent of total monthly salary ranges reported	Cumulative percent of total monthly salary ranges reported
$ 80-90	1	1	2.94	2.94
325-485	1	2	2.94	5.88
335-375	1	3	2.94	8.82
345-462	1	4	2.94	11.76
350-400	1	5	2.94	14.70
358-380	1	6	2.94	17.64
360-473	1	7	2.94	20.58
370-?	1	8	2.94	23.52
373-425	1	9	2.94	26.46
374-513	1	10	2.94	29.40
380-407	1	11	2.94	32.34
400-450	1	12	2.94	35.28
400-666	1	13	2.94	38.22
403-439	1	14	2.94	41.16
414-520	1	15	2.94	44.10
416-546	1	16	2.94	47.04
420-644	1	17	2.94	49.98
424-475	1	18	2.94	52.92
425-475	1	19	2.94	55.86
425-575	1	20	2.94	58.80
435-450	1	21	2.94	61.74
443-630	1	22	2.94	64.68
450-500	1	23	2.94	67.62
459-643	1	24	2.94	70.56
465-585	1	25	2.94	73.50
470-503	1	26	2.94	76.44
494-765	1	27	2.94	79.38
500-530	1	28	2.94	82.32
520-650	1	29	2.94	85.26
585-620	1	30	2.94	88.20
590-620	1	31	2.94	91.40
591-703	1	32	2.94	94.08
620-739	1	33	2.94	97.02
625-815	1	34	2.94	100.00
No report - 8				

Table 23

Monthly Salaries for Beginning Office Workers (Receptionist), 1972 Iowa Study (42 Firms)

Monthly salary range reported	No. of firms with this monthly salary range	Cumulative no. of monthly salary ranges reported	Percent of total monthly salary ranges reported	Cumulative percent of total monthly salary ranges reported
$ 76-86	1	1	3.22	3.22
332-350	1	2	3.22	6.44
335-375	1	3	3.22	9.66
340-375	1	4	3.22	12.88
350-400	2	6	6.45	19.33
350-553	1	7	3.22	22.55
360-473	1	8	3.22	25.77
365-407	1	9	3.22	28.99
370-?	1	10	3.22	32.21
382-510	1	11	3.22	35.43
390-476	1	12	3.22	38.65
400-425	2	14	6.45	45.10
400-466	1	15	3.22	48.32
403-439	1	16	3.22	51.54
408-542	1	17	3.22	54.76
423-600	1	18	3.22	57.98
425-475	1	19	3.22	61.20
425-575	1	20	3.22	64.42
454-511	1	21	3.22	67.64
458-711	1	22	3.22	70.86
465-585	1	23	3.22	74.08
470-500	1	24	3.22	77.30
470-503	1	25	3.22	80.52
481-598	1	26	3.22	83.74
494-615	1	27	3.22	86.96
531-719	1	28	3.22	90.18
585-620	1	29	3.22	93.40
590-620	1	30	3.22	96.62
591-703	1	31	3.22	100.00
No report - 11				

In this case, the median for the 1972 study was found by calculating the midpoint of the salary range for each classification, while the mean was determined by dividing all reported salaries by the number of firms responding. Those figures for both mean and median for the 1968 study were approximated from 1968 data.[5] Data for the 1968-72 inclusive five-year period were then compared so as to yield a percent of increase for each position classification.

Current 1973-74 salaries

Business teachers and office managers should be aware of several annual (and highly reputable) surveys of white collar workers' pay. Two of the most important are the annual survey conducted by the Bureau of Labor Statistics and the Salaries Study of the Administrative Management Society, Willow Grove, Pennsylvania. In both surveys, regional salaries are prepared offering interesting comparisons to be made region by region. One of the latest surveys of clerical-level salaries reported by the Bureau of Labor Statistics shows these U.S. averages (as reported in the September, 1973, issue of *Nation's Business*):

position	*wage per week*	*wage per month*
Mail clerk-file clerk	$ 96.00	$432.00
General clerk B	108.00	486.00
General clerk A	129.00	580.50
Typist-clerk	111.00	499.50
Stenographer	121.00	544.50
Secretary B	137.00	616.50
Secretary A	159.00	715.50

On another national scale, comparable data for this same time period (late 1972 and early 1973) as compiled by the Administrative Management Society (AMS) show these figures for two of the three positions included in this study (the receptionist category was not included in the AMS survey):[6]

position	*U.S. average 1972*	*1973*	*increase*
clerk-typist	$468	$499	6.7%
stenographer	513	544	6.1%

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[5]Kallaus, *op. cit.*, p. 8.

[6]*Office Salaries*, Administrative Management Society, 27th Annual Survey, 1973-74, 1973.

Median salaries in this study closely parallel the average salaries reported by AMS which were based on the use of the arithmetic mean rather than the median as a measure of central tendency.

As this current study shows, the salaries offered by the firms in this study compare favorably with those salaries reported in the national surveys. Business teachers should open up communication lines between their classrooms and the hiring offices in their communities so that such salary information is available to students contemplating early employment.

7. THE PROFILE OF OFFICE EMPLOYMENT

One can never say with total certainty how well a set of data represent the population for which the study is intended. Yet we know that office employment data, given the stability of office work standards and skills performance and proper survey controls, can often by considered typical of the employment situation in the areas covered by the study. Especially is this true if one does not make undue, unnatural comparisons through time, between or among vastly different geographic regions, and the like.

The survey data reported in this monograph deal with one segment of the office employment market in a heretofore agricultural region in the mid-United States, but an area which is greatly increasing its urbanizing tempo. While one cannot say with certainty that these data are representative of other midwestern states, let alone states in other areas of the United States, the results should at the very least offer useful comparisons to teachers and personnel and office managers everywhere.

By way of summary as well as conclusion, the reader is referred to Figure 1, An Office Employment Profile, which describes in abbreviated format what this study is all about. It tends, it would seem, to reconfirm what many educators and managers have continued to contend--that the functions of an office are comprised of the many activities to handle business information--whether they be typing, filing, duplicating, sorting, collating, calculating, or transcribing--and whether they include men and women only, or have superimposed upon the human structure, the awesome shadow of man's mighty information machine, the computer. In any case, the office retains its traditional functions of service and managerial support, regardless of any new "mix" of man and machine in its overall operation.

WHAT IS REQUIRED OF EMPLOYEES

...good clerical skills, especially typewriting

...shorthand skills, especially for stenographers

...familiarity with calculating machines and related common office machines

...little/no data processing training for the non-data processing worker

...little/no change in skills but some de-emphasis on shorthand

...better use of time

...more businesslike on-the-job behavior

WHAT IS PROVIDED BY EMPLOYERS

...14 available office jobs

...salaries matching U.S. averages

...few changes in hiring standards

...many office jobs for men

...preferences to "Co-op" graduates

...placement services

...a variety of orientation training

...promotion, largely based on job performance

...a big package of attractive fringe benefits

Fig. 1. An Office Employment Profile

APPENDIX A

FIRMS IDENTIFIED AS PARTICIPATING IN STUDY*

	Firm	*Location*	*Type of Product*
1.	Aluminum Company of America	Davenport	alloys, copper, etc.
2.	Armour and Co.	Mason City	meat products
3.	Bourns, Inc.	Ames	potentiometers
4.	J. I. Case Co.	Burlington	tractors, backhoes
5.	Cherry-Burrell	Cedar Rapids	automatic control systems
6.	Clinton Corn Processing Co. Div., Standards Brands, Inc.	Clinton	livestock feed, acids
7.	Delavan Manufacturing Co.	West Des Moines	grains, seeds
8.	Des Moines Register & Tribune Co.	Des Moines	newspapers
9.	E. I. DuPont DeNemours & Co.	Clinton	chemicals
10.	Eagle Signal Div., Gulf & Western Ind., Inc.	Davenport	industrial timers, traffic controls
11.	Firestone Tire & Rubber Co.	Des Moines	tires, retreads
12.	Fisher Controls Co.	Marshalltown	control valves, instruments
13.	Flexsteel Industries, Inc.	Dubuque	furniture
14.	General Electric Co.	Burlington	components
15.	George A. Hormel & Co.	Fort Dodge	meat products
16.	John Deere Tractor Works	Des Moines	harvesters
17.	John Deere Tractor Works	Dubuque	crawler tractors
18.	John Deere Tractor Works	Ottumwa	harvesters, blowers
19.	John Deere Tractor Works	Waterloo	farm tractors
20.	Lennox Industries, Inc.	Marshalltown	heating, air conditioning
21.	Link-Belt Speeder Div., FMC Corp.	Cedar Rapids	power shovels, cranes
22.	Mason & Hanger-Silas Mason Co., Inc.	Burlington	explosives, ammunition
23.	The Maytag Co.	Newton	automatic washers
24.	McGraw-Edison Co.	Centerville	toasters, broilers
25.	Meredith Publishing Co.	Des Moines	magazines, books
26.	John Morrell & Co.	Ottumwa	meat products
27.	Penick & Ford, Ltd.	Cedar Rapids	food products
28.	The Quaker Oats Co.	Cedar Rapids	cereals
29.	Rolscreen Co.	Pella	wooden windows, folding doors
30.	W. A. Sheaffer Pen Co.	Fort Madison	fountain pens, fluids
31.	Sheller-Globe Corp.	Keokuk	sponge rubber crash pads
32.	Square-D Co.	Cedar Rapids	circuit breakers, switches
33.	White Farm Equipment Co.	Charles City	farm tractors
34.	Winnebago Industries, Inc.	Forest City	recreational vehicles
35.	Wilson-Sinclair Co.	Cedar Rapids	meat products
36.	Zenith Radio Corp. of Iowa	Sioux City	phonographs, radio receivers

*Other six firms not identified

APPENDIX B

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SURVEY ON

HIRING STANDARDS AND JOB OPPORTUNITIES FOR BEGINNING OFFICE WORKERS

Card #1

1. What types of office jobs in your organization are available to high-school graduates with office training? (Check one or more.)

(5) ☐ Clerk-typist
(6) ☐ Filing clerk
(7) ☐ Mail clerk
(8) ☐ Keypunch operator
(9) ☐ Stenographer
(10) ☐ Receptionist
(11) ☐ Transcribing machine operator
(12) ☐ Calculating machine operator
(13) ☐ Computer operator
(14) ☐ IBM MT/ST operator
(15) ☐ Payroll clerk
(16) ☐ Other (specify)_____

2. Please indicate the skill requirements with respect to beginning office workers for the following positions:

	Typing			Shorthand	
(17-27) Clerk-typist	☐☐ wpm for	☐☐ min. w/	☐☐ errors	☐☐☐ wpm for	☐☐ min.
(28-38) Stenographer	☐☐ wpm for	☐☐ min. w/	☐☐ errors	☐☐☐ wpm for	☐☐ min.
(39-49) Receptionist	☐☐ wpm for	☐☐ min. w/	☐☐ errors	☐☐☐ wpm for	☐☐ min.

3. Please indicate the monthly salary range with respect to beginning office workers for the following positions:

(50-55) Clerk-typist From $☐☐☐ to $☐☐☐ per month
(56-61) Stenographer From $☐☐☐ to $☐☐☐ per month
(62-67) Receptionist From $☐☐☐ to $☐☐☐ per month

4. Please indicate how the skill requirements in "2" above have changed over the last five years. (Check one or more.)

(68) ☐ No change
(69) ☐ Less need for shorthand
(70) ☐ Increased typing speed
(71) ☐ Standards have been lowered
(72) ☐ Other (specify)_____

5. What changes in hiring standards do you anticipate in the next five years? (Check one or more.)

(73) ☐ No significant change
(74) ☐ Less need for shorthand
(75) ☐ Lower standards
(76) ☐ Job requirements will be upgraded
(77) ☐ Need for more diversified skills
(78) ☐ Need for more EDP training

6. In hiring beginning office workers, would you give preference to a student who had participated in a cooperative office education program (half day in school, half day on job) during high school?

(79) ☐ Yes (80) ☐ No

Card #2

7. Which of the following machines should students be familiar with before coming on the job? (Check one or more.)

(5) ☐ Billing
(6) ☐ Keypunch
(7) ☐ Duplicating
(8) ☐ Computer
(9) ☐ Card-o-type
(10) ☐ Addressograph
(11) ☐ Teletypewriter
(12) ☐ Microfilming
(13) ☐ Adding/Calculating
(14) ☐ Varitype
(15) ☐ Tabulating
(16) ☐ Flexowriter
(17) ☐ Offset
(18) ☐ Other (specify)_____

8. How much data processing knowledge and skill should your new office workers bring with them? (Check only one.)

(19) ☐ Introduction to DP--acquaintanceship unit
(20) ☐ No training essential unless employees are to work in DP area
(21) ☐ None required but some training helpful
(22) ☐ Basic keypunch skill desired

9. Please indicate which of the following human relations problems you have encountered with regard to beginning office workers. (Check one or more.)

(23) ☐ Lack of dependability
(24) ☐ Lack of responsibility
(25) ☐ Unbusinesslike manner
(26) ☐ Inappropriate dress
(27) ☐ Lack of ambition
(28) ☐ Lack of loyalty
(29) ☐ Lack of respect
(30) ☐ Poor use of time
(31) ☐ Impoliteness
(32) ☐ Absenteeism
(33) ☐ Poor grooming
(34) ☐ Tardiness

10. From which of the following sources do you obtain most of your employees? (Check only one.)

(35) ☐ Newspaper advertisements
(36) ☐ State employment agencies
(37) ☐ Private employment agencies
(38) ☐ School placement services

11. How much orientation and in-house training do you normally give beginning office workers? (39-41) ☐☐☐ days

12. On what criteria do you base promotion of beginning office workers? (Check one or more.)

(42) ☐ Time in service
(43) ☐ Performance on job
(44) ☐ Age
(45) ☐ Further education
(46) ☐ Other (specify)_____

13. For what reasons other than lack of skills do you not hire a prospective employee? (Check one or more.)

(47) ☐ Age
(48) ☐ Sex
(49) ☐ Personality
(50) ☐ Appearance
(51) ☐ Lack of experience
(52) ☐ Other (specify)_____

14. What benefits are generally available to beginning office workers? (Check one or more.)

(53) ☐ 1 week vacation
(54) ☐ 2 week vacation
(55) ☐ Coffee breaks
(56) ☐ Sick leave
(57) ☐ Group life insurance
(58) ☐ Group health insurance
(59) ☐ Other (specify)_____

15. For what types of jobs in your organization would you consider hiring young men with office training? (Check one or more.)

(60) ☐ Clerk-typist
(61) ☐ Filing clerk
(62) ☐ Mail clerk
(63) ☐ Keypunch operator
(64) ☐ Stenographer
(65) ☐ Receptionist
(66) ☐ Transcribing machine operator
(67) ☐ Calculating machine operator
(68) ☐ Computer operator
(69) ☐ IBM MT/ST operator
(70) ☐ Payroll clerk
(71) ☐ Other (specify)_____

16. Which of the following are generally considered "taboo" in your offices? (Check one or more.)

(72) ☐ Smoking at desk
(73) ☐ Chewing gum
(74) ☐ Eating at desk
(75) ☐ Very fashionable dress (i.e., maxiskirts, boots)
(76) ☐ Pantsuits for women
(77) ☐ Husband and wife in same company
(78) ☐ Visiting except during breaks
(79) ☐ Reading books, etc., when not busy
(80) ☐ Other (specify)_____